

## Textbook Alignment to the Utah Core – Responsible Healthy Lifestyles Grade 6

*This alignment has been completed using an “Independent Alignment Vendor” from the USOE approved list ([www.schools.utah.gov/curr/imc/indvendor.html](http://www.schools.utah.gov/curr/imc/indvendor.html).) Yes \_\_\_\_\_ No \_\_\_\_\_*

Name of Company and Individual Conducting Alignment: \_\_\_\_\_

A “Credential Sheet” has been completed on the above company/evaluator and is (Please check one of the following):

☐ On record with the USOE.

☐ The “Credential Sheet” is attached to this alignment.

Instructional Materials Evaluation Criteria (name and grade of the core document used to align): Health Core Grade 6 Curriculum

Title: \_\_\_\_\_ ISBN#: \_\_\_\_\_

Publisher: \_\_\_\_\_

Overall percentage of coverage in the *Student Edition (SE)* and *Teacher Edition (TE)* of the Utah State Core Curriculum: \_\_\_\_\_ %

Overall percentage of coverage in *ancillary materials* of the Utah Core Curriculum: \_\_\_\_\_ %

**STANDARD I:** The students will learn ways to improve mental health and manage stress.

Percentage of coverage in the *student and teacher edition* for Standard I: \_\_\_\_\_ %

Percentage of coverage not in student or teacher edition, but covered in the *ancillary material* for Standard I: \_\_\_\_\_ %

**OBJECTIVES & INDICATORS**

Coverage in *Student Edition (SE)* and *Teacher Edition (TE)* (pg #'s, etc.)

Coverage in *Ancillary Material* (titles, pg #'s, etc.)

*Not covered in TE, SE or ancillaries* ✓

<b>Objective 1.1:</b> Develop strategies for appropriately and safely expressing emotions.				
<b>a.</b>	Recognize the range of emotions, including extremes.			
<b>b.</b>	List situations that elicit strong emotions; e.g., winning or losing a competition, losing a friend, family changes.			
<b>c.</b>	Predict the effect of substance use on emotions and the ability to appropriately manage them.			
<b>Objective 1.2:</b> Demonstrate acceptance of self and others.				
<b>a.</b>	Identify the benefits of feeling good about self.			
<b>b.</b>	Recognize the value of other human beings.			
<b>c.</b>	Predict the outcome of caring about self and others.			
<b>Objective 1.3:</b> Develop personal assets that help promote resiliency.				
<b>a.</b>	Identify personal developmental assets; i.e., internal, external.			
<b>b.</b>	Identify opportunities to incorporate additional assets into life.			
<b>Objective 1.4:</b> Demonstrate positive strategies for managing stress.				
<b>a.</b>	Identify situations or circumstances that cause stress.			
<b>b.</b>	Recognize personal reaction or response to stressful situations.			
<b>c.</b>	Design a personal plan that includes options for managing stress and stressful situations.			
<b>STANDARD II: The students will adopt health-promoting and risk-reducing behaviors to prevent substance abuse.</b>				
Percentage of coverage in the <i>student and teacher edition</i> for Standard II: _____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard II: _____ %		
<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition</i>(SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or</i></b>

			<i>ancillaries</i> ✓
<b>Objective 2.1:</b> Examine the possible physical effects of substance abuse.			
<b>a.</b>	Identify the general physical effects of depressants and stimulants.		
<b>b.</b>	Explain the concept of blood alcohol content.		
<b>c.</b>	Explain the meaning of chemical dependence.		
<b>Objective 2.2:</b> Summarize the legal, social, and emotional consequences of substance abuse.			
<b>a.</b>	Identify legal age for using some substances and the consequences for underage use.		
<b>b.</b>	Describe how meaningful relationships may suffer as a result of substance use.		
<b>Objective 2.3:</b> Assess the role of positive peer involvement in making healthy choices.			
<b>a.</b>	Name the people comprising a personal support system.		
<b>b.</b>	Explore the impact friends have on decision making.		
<b>c.</b>	Practice Refusal Skills® in responding to pressure from others.		
<b>STANDARD III: The students will understand and respect self and others related to human development and relationships.</b>			
<b>Percentage of coverage in the <i>student and teacher edition</i> for Standard III: _____ %</b>		<b>Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard III: _____ %</b>	
<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>
<b>Objective 3.1:</b> Practice ways of showing respect for self and others.			<i>Not covered in TE, SE or ancillaries</i> ✓
<b>a.</b>	Adopt behaviors that contribute to a healthy body image; e.g., posture, hygiene, exercise, balanced diet.		
<b>b.</b>	Demonstrate ability to communicate affection appropriately.		

<b>Objective 3.2:</b> Summarize changes that accompany puberty.				
<b>a.</b>	Recognize fluctuations in emotions and discuss ways of dealing with emotional changes.			
<b>b.</b>	Predict ways that relationships may change over time.			
<b>c.</b>	Recognize physical changes that occur during puberty.			
<b>d.</b>	Practice behaviors that maintain good hygiene.			
<b>STANDARD IV: The students will understand concepts related to health promotion and disease prevention.</b>				
<b>Percentage of coverage in the <i>student and teacher edition</i> for Standard IV: _____ %</b>		<b>Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard IV: _____ %</b>		
<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
<b>Objective 4.1:</b> Compare viruses to other microorganisms.				
<b>a.</b>	List several types of microorganisms.			
<b>b.</b>	Explain how viruses differ from other microorganisms.			
<b>Objective 4.2:</b> Describe the HIV disease continuum.				
<b>a.</b>	Explain the progression of the disease beginning with HIV infection.			
<b>b.</b>	Recognize how infected yet symptom-free people can infect others.			
<b>c.</b>	Explain why opportunistic infections occur in people with weakened immune systems.			
<b>Objective 4.3:</b> Demonstrate decision-making and Refusal Skills® for HIV prevention.				
<b>a.</b>	List situations that pose a risk for transmission of HIV.			
<b>b.</b>	Identify, avoid, manage, or escape situations involving exposure to body fluids.			

<b>STANDARD V: The students will adopt behaviors to maintain personal health and safety and develop appropriate strategies to resolve conflict.</b>			
Percentage of coverage in the <i>student and teacher edition</i> for Standard V: _____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard V: _____ %	
<b>OBJECTIVES &amp; INDICATORS</b>	Coverage in <i>Student Edition (SE) and Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
<b>Objective 5.1:</b> Manage abusive situations.			
a.	Recognize abusive situations; e.g., physical, emotional, and sexual.		
b.	Identify sources of responsible help for self and others; e.g., parents, grandparents, school counselors, health professionals, clergy.		
<b>Objective 5.2:</b> Examine emotions that may lead to violence, and determine safe ways to manage them.			
a.	List situations that elicit strong emotions; e.g., winning or losing a competition, losing a friend, family changes.		
b.	Identify strategies to appropriately and safely manage emotions that may lead to violence toward self or others.		
c.	Predict the effect that substance use may have on emotions and the ability to appropriately manage them.		
<b>STANDARD VI: The students will understand how a healthy diet and exercise can increase the likelihood of physical and mental wellness.</b>			
Percentage of coverage in the <i>student and teacher edition</i> for Standard VI: _____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard VI: _____ %	
<b>OBJECTIVES &amp; INDICATORS</b>	Coverage in <i>Student Edition (SE) and Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
<b>Objective 6.1:</b> Evaluate food intake and levels of activity.			

<b>a.</b>	Analyze food intake and compare to Dietary Guidelines for Americans.			
<b>b.</b>	Modify personal eating and activity plans to promote health and well-being.			
<b>c.</b>	Choose activities to maintain or improve fitness.			
<b>d.</b>	Examine how weight can be managed in a healthy manner.			
<b>Objective 6.2:</b> Compare a variety of food preparation techniques.				
<b>a.</b>	Explain the impact of food preparation on nutritional content.			
<b>b.</b>	Judge food preparation methods to determine impact on nutritional content.			
<b>c.</b>	Prepare a nutritionally sound snack.			
<b>Objective 6.3:</b> Explain nutritional labeling and identify nutritional content.				
<b>a.</b>	Recognize serving size information.			
<b>b.</b>	Compare similar products and determine nutritional values of each.			
<b>Objective 6.4:</b> Recognize the dangers of dysfunctional eating.				
<b>a.</b>	Identify eating habits that may be dysfunctional; e.g., unbalanced diet, fad dieting, starving, compulsive overeating, bulimia nervosa, anorexia nervosa.			
<b>b.</b>	Recognize the concept of self-abusive behaviors.			
<b>c.</b>	Determine how dysfunctional eating may have negative effects on mental, physical, and social health.			
<b>STANDARD VII: The students will understand the value of service and effective consumer practices.</b>				
Percentage of coverage in the <i>student and teacher edition</i> for Standard VII: _____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard VII: _____ %		
<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition</i>(SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or</i></b>

			<i>ancillaries</i> ✓
<b>Objective 7.1:</b> Participate in service learning that benefits the environment.			
<b>a.</b>	Identify environmental protection needs.		
<b>b.</b>	Examine situations where a person or group assists with the protection of the environment.		
<b>c.</b>	Plan, implement, and report on environmental service.		
<b>Objective 7.2:</b> Research and summarize the reliability of health resources and information.			
<b>a.</b>	Identify various types of health resources and information; e.g., pamphlets, journals, Internet, folklore, peers, fact lines, quackery, healthcare professionals, media.		
<b>b.</b>	Determine a standard for reliability in health resources and information.		
<b>c.</b>	Evaluate the reliability of resources and information based on the established standards.		
<b>Objective 7.3:</b> Determine ways to be a more effective health consumer.			
<b>a.</b>	Recognize media influences on making healthy choices.		
<b>b.</b>	Predict the reliability of the product or information being considered.		